DOCUMENT RESUME

ED 374 833 JC 940 509

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TITLE Factors Affecting Retention of New Students in Their First Semester: Fall 1992 Cohort.
INSTITUTION Diablo Valley Coll. Pleasant Hill, Calif.
PUB DATE Jan 94
NOTE 25p.
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Age Differences; Community Colleges; *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; *Enrollment Influences; Ethnic Groups; *School Holding Power; *Student Attrition; Student Behavior; *Student Educational Objectives; Student Motivation; Two Year Colleges; *Two Year College Students; Withdrawal (Education); Working Hours
IDENTIFIERS Diablo Valley College CA

ABSTRACT

To determine factors affecting new students in their first semester, a study was conducted at Diablo Valley College, in California, to draw a profile and track 4,251 students who applied or were identified as new in fall 1992. Percentage distributions were calculated for the sample and for the sub-groups who applied only, completed testing only, completed orientation courses only, and dropped all courses. Study findings included the following: (1) 69.2% (n=2,944) of the sample completed the semester, while 403 applied but did not attend, 221 completed testing and failed to return, 304 completed up to Counseling 105, 20 completed up to Counseling 105A, and 359 dropped all their courses; (2) those who applied but did not attend were more likely to have indicated a goal of other than transfer or vocational degree and were planning to work 31 or more hours per week; (4) students stopping after testing were more likely to be over 30 and planning to transfer without an associate degree; (5) students who stopped after completing the first counseling course were more likely to be between 25 and 29, and have an objective of a vocational degree, general education diploma, certificate, or to maintain a license; (6) those who dropped all their classes were more likely to have an educational objective other than transfer, have graduated prior to spring 1992, and be planning to work more than 30 hours a week; and (7) finally, students who completed the semester were more likely to be under 20 or over 30 and have chosen transfer as their objective. (KP)

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From the fall of 1992, 4,251 students new to DVC who had no prior college experience were identified. If they had prior college credit, it was as a concurrently enrolled high school student prior to the fall of 1992.

Some characteristics of these students are;

- under 20 years old, 68.4%.
- women, 50.4%.
- white, 64.1%.
- want to transfer, 61.4%.
- undecided, 11.3%.
- graduated from high school in the spring of 1992, 62%.
- planned to work eleven or more hours per week, 64.4%.
- completed assessment, 75.5%
- completed assessment, orientation and advising, 66.1%.
- enrolled in more than three units, 65%.
- completed more than three units, 52.2%.
- of those tested 69.3% took either the computation or the elementary algebra test.

Of this cohort of students, 69.2% completed the semester and 30.8% did not. The loss of students occurred at different stages during the semester, as shown in Table 1.

TABLE 1

Applied Only	Completed Testing Only	Completed Couns 105 Only	Completed Couns 105A Only	Dropped All Courses	TOTAL
403	221	304	20	359	1,307
9.5%	5.2%	7.2%	0.5%	8.4%	30.8%

In order to evaluate if any groups were disproportionately affected out of this cohort, a percentage distribution has been calculated for the cohort and for each of the stages in Table 1 based on age, gender, ethnicity, educational objective, year of graduation, and hours planning to work each week.

If we assume that the proportion of each of the categories of students should be the same as the proportion within the cohort as a whole, we can determine how many we should expect to have in each of the categories. The recommended guidelines for disproportionate impact are that if the percentage difference between the expected value and the actual value is 20% or more, there is disproportionate impact on a group of students.

Table 2 through Table 5 assumes where there is disproportionate impact for a group of students, those students are ar risk.

THOSE WHO COMPLETED AN APPLICATION ONLY
(No Shows)

TABLE 2

SUMMARY

Applicants are more likely to be at risk of stopping after filing their application, if:

- they are over 20 years old,
- they are African American,
- they do not plan to transfer or get a vocational degree,
- they are not a recent high school graduate,
- they plan to work 31 or more hours per week.

Gender is not a risk factor for the applicants who complete an application only.

APPLICANTS WHO WERE TESTED ONLY

TABLE 3

SUMMARY

Applicants are more likely to be at risk of stopping after being tested, if:

- they are over 30,
- they are African American,
- if their educational objective is to transfer without an AA Degree,
- if they did not graduate or did not indicate a year of graduation.

Gender is not a risk factor at this stage.

The number of hours they plan to work per week does not appear to be a strong factor at this stage.

41% selected the lowest level math test.

STUDENTS WHO STOPPED AFTER COUNSELING 105

TABLE 4

SUMMARY

Applicants are more likely to be at risk of stopping after completing counseling 105, if:

- they are between 25 and 29,
- they are African American,
- their educational objective is a vocational degree, general education, a certificate, or to maintain a license,
- they graduated from high school in 1987 or 1991.

Gender is not a risk factor at this stage.

The number of hours they plan to work per week does not appear to be a strong factor at this stage.

42% selected the lowest level math test.

STUDENTS WHO DROPPED ALL THEIR CLASSES

TABLE 5

SUMMARY

Students are more likely to be at risk of dropping all their classes other than counseling 105, if:

- they are 20 or older,
- their educational objective is other than transfer,
- they graduated prior to spring 1992,
- they planned to work more than 30 hours per week.

Gender is not a risk factor for this group.

Ethnicity is not a risk factor for this group.

Fewer Asian students dropped all their classes than might be expected.

49% completed assessment, orientation, and advising.

41% did not complete any of the matriculation components.

62% enrolled in 6 or fewer units.

Of those that were tested, 47% selected the lowest level math test.

In contrast to those who dropped out at some time between applying for admission and the end of the fall 1992 semester, Table 6 provides a profile of students who completed the semester.

STUDENTS WHO COMPLETED THE SEMESTER

TABLE 6

SUMMARY

More students below the age of 20 or are 30 or over completed the semester than might have been expected.

There is no significant difference based on gender.

Ethnicity was not a significant factor in completing the semester except for African American students.

Students who chose transfer as their educational objective are significantly more likely to complete the semester than might be expected.

Students who graduated from high school in the spring of 1992 were significantly more likely to complete the semester than those who graduated prior to the spring of 1992.

Students who work more than 40 hours per week are less likely to complete the semester than might be expected. Otherwise the hours worked per week is not a significant factor.

Table 7 compares students who completed the semester with those who dropped all their courses other than counseling 105 in terms of matriculation status, unit load, and math testing level. Students who completed the fall 1992 semester were significantly more likely to have completed all three matriculation components, to have enrolled in more than 6 units, and to have taken a math test above the lowest level.

The reading and writing scores on the APS test for students who dropped all their classes are significantly lower than the reading and writing scores of the students who completed the semester.

MATRICULATION COMPARISONS

TABLE 7

	PERCENT OF STUDENTS WHO DROPPED ALL THEIR CLASSES	PERCENT OF STUDENTS WHO COMPLETED THE SEMESTER
Completed assessment, orientation and advising	49%	75%
Did not complete either assessment, orientation, or advising	41%	15%
Enrolled in fewer than 6 units	62%	24%
Of those tested selected the lowest level math test	47%	25%
Reading level at English 96 on the APS test	26%	16%
Writing level at English 98 on the APS test	21%	13%

Table 8 shows that as the number of units enrolled increases so does the students' rate of completion.

COMPLETION RATE BY UNITS ENROLLED

TABLE 8

UNITS ENROLLED	ALL NEW STUDENTS	COMPLETED THE SEMESTER	COMPLETION RATE
0 to 3	905	429	47.4%
3.1 to 6	384	273	71.1%
6.1 to 9	374	320	85.6%
9.1 to 12	568	529	93.1%
12.1 to 15	1,040	1,001	96.3%
15.1 to 20	388	383	98.7%
more than 20	9	9	100%

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APPENDIX

DEMOG4EX.XLS is the spreadsheet used to provide the summaries and Table 1 through Table 7.

DEMOG7.XLS is a spreadsheet that shows the completion rate of the various breakouts. It was used for Table 8.

THOSE WHO COMPLETED
AN APPLICATION ONLY
(No Shows)

AGE	EXPECTED NO SHOWS	ACTUAL NO SHOWS	PERCENTAGE DIFFERENCE
< 20	275.8	203	-26.4%
20 - 24	52.4	88	67.9%
25 - 29	23.3	34	45.8%
30 - 49	41.7	66	58.2%
50 & over	9.8	12	22.9%
CHI TEST =	0.0000		

GENDER	EXPECTED NO SHOWS	ACTUAL NO SHOWS	PERCENTAGE DIFFERENCE
Men	199.7	191	-4.4%
Women	203.3	212	4.3%
CHI TEST =	0.3835		

ETHNICITY	EXPECTED NO SHOWS	ACTUAL NO SHOWS	PERCENTAGE DIFFERENCE
Am Indian	3.4	5	46.5%
Asian	37.4	31	-17.0%
African Am	25.6	46	79.7%
Filipino	22.1	23	4.1%
Hispanic	40.9	45	10.1%
Pacific Island	2.5	6	143.4%
Other Non-White	6.8	7	2.6%
White	258.2	232	-10.2%
No Response	4.4	5	14.7%
Missing	1.8	3	66.6%
CHI TEST =	0.0013		

EDUCATIONAL OBJECTIVE	EXPECTED NO SHOWS	ACTUAL NO SHOWS	PERCENTAGE DIFFERENCE
Trans with AA	106.9	95	-11.2%
Trans WO AA	140.7	100	-28.9%
Voc Degree	13.5	10	-25.7%
General Ed Req	13.5	19	41.1%
Certificate	9.4	14	49.2%
Learn Job Skill	22.0	39	77.3%
Maint License	2.5	4	62.3%
Imp Basic Skills	10.8	17	57.3%
Personal Interest	23.9	28	17.2%
Update Job Skil	10.2	17	66.0%
Complete HS	3.3	6	80.8%
Undecided	45.5	53	16.5%
Missing	0.9	1	17.2%
CHI TEST =	0.0000		

GRADUATION YEAR	EXPECTED NO SHOWS	ACTUAL NO SHOWS	PERCENTAGE DIFFERENCE
No Year Given	19.7	36	82.6%
< =1986	73.0	111	52.1%
1987	6.4	7	10.2%
1988	8.6	18	108.6%
1989	10.1	23	126.7%
1990	11.6	18	55.6%
1991	23.9	29	21.4%
1992	249.7	161	-35.5%
CHI TEST =	0.0000		

HOURS TO WORK PER WEEK	EXPECTED NO SHOWS	ACTUAL NO SHOWS	PERCENTAGE DIFFERENCE
0	124.9	117	-6.3%
1 to 10	18.5	15	-18.9%
11 to 20	121.3	96	-20.9%
21 to 30	65.4	67	2.4%
31 to 40	67.4	99	46.9%
41 to 50	3.9	7	80.1%
51 to 60	1.4	2	40.6%
more than 60	0.2	0	-100.0%
CHI TEST =	0.0010		

APPLICANTS WHO
WERE TESTED ONLY

AGE	EXPECTED TO TEST ONLY	ACTUAL TO TEST ONLY	PERCENTAGE DIFFERENCE
< 20	151.2	165	9.1%
20 - 24	28.7	30	4.4%
25 - 29	12.8	14	9.5%
30 - 49	22.9	11	-51.9%
50 & over	5.4	1	-81.3%
CHI TEST =	0.0252		

GENDER	EXPECTED TO TEST ONLY	ACTUAL TO TEST ONLY	PERCENTAGE DIFFERENCE
Men	109.5	113	3.2%
Women	111.5	108	-3.1%
CHI TEST =	0.6414		

ETHNICITY	EXPECTED TO TEST ONLY	ACTUAL TO TEST ONLY	PERCENTAGE DIFFERENCE
Am Indian	1.9	2	6.9%
Asian	20.5	19	-7.2%
African Am	14.0	19	35.4%
Filipino	12.1	10	-17.4%
Hispanic	22.4	23	2.6%
Pacific Island	1.4	3	121.9%
Other Non-White	3.7	5	33.6%
White	141.6	139	-1.8%
No Response	2.4	0	-100.0%
Missing	1.0	1	1.2%
CHI TEST =	0.6238		

EDUCATIONAL OBJECTIVE	EXPECTED TO TEST ONLY	ACTUAL TO TEST ONLY	PERCENTAGE DIFFERENCE
Trans with AA	58.6	53	-9.6%
Trans WO AA	77.1	95	23.1%
Voc Degree	7.4	7	-5.2%
General Ed Req	7.4	6	-18.7%
Certificate	5.1	5	-2.9%
Learn Job Skill	12.1	9	-25.4%
Maint License	1.4	1	-26.0%
Imp Basic Skills	5.9	7	18.1%
Personal Interest	13.1	10	-23.7%
Update Job Skil	5.6	1	-82.2%
Complete HS	1.8	4	119.8%
Undecided	25.0	23	-7.8%
Missing	0.5	0	-100.0%
CHI TEST =	0.3150		

GRADUATION YEAR	EXPECTED TO TEST ONLY	ACTUAL TO TEST ONLY	PERCENTAGE DIFFERENCE
No Year Given	10.8	14	29.5%
< =1986	40.0	30	-25.1%
1987	3.5	2	-42.6%
1988	4.7	0	-100.0%
1989	5.6	4	-28.1%
1990	6.3	9	41.9%
1991	13.1	10	-23.7%
1992	136.9	152	11.0%
CHI TEST =	0.0782		

HOURS TO WORK PER WEEK	EXPECTED TO TEST ONLY	ACTUAL TO TEST ONLY	PERCENTAGE DIFFERENCE
0	68.5	79	15.4%
1 to 10	10.1	4	-60.5%
11 to 20	66.5	63	-5.3%
21 to 30	35.9	42	17.1%
31 to 40	37.0	29	-21.5%
41 to 50	2.1	4	87.7%
51 to 60	0.8	0	-100.0%
more than 60	0.1	0	-100.0%
CHI TEST =	0.1472		

STUDENTS WHO
STOPPED AFTER COUNSELING 105

AGE	EXPECTED TO STOP AT C 105	ACTUALLY STOPPED AT C 105	PERCENTAGE DIFFERENCE
< 20	208.0	220	5.8%
20 - 24	39.5	40	1.1%
25 - 29	17.6	25	42.1%
30 - 49	31.5	18	-42.8%
50 & over	7.4	1	-86.4%
CHI TEST =	0.0045		

GENDER	EXPECTED TO STOP AT C 105	ACTUALLY STOPPED AT C 105	PERCENTAGE DIFFERENCE
Men	150.7	155	2.9%
Women	153.3	149	-2.8%
CHI TEST =	0.6200		

ETHNICITY	EXPECTED TO STOP AT C 105	ACTUALLY STOPPED AT C 105	PERCENTAGE DIFFERENCE
Am Indian	2.6	4	55.4%
Asian	28.2	25	-11.3%
African Am	19.3	26	34.7%
Filipino	16.7	19	14.0%
Hispanic	30.8	28	-9.2%
Pacific Island	1.9	1	-46.2%
Other Non-White	5.1	3	-41.7%
White	194.8	193	-0.9%
No Response	3.3	3	-8.8%
Missing	1.4	2	47.2%
CHI TEST =	0.7704		

EDUCATIONAL OBJECTIVE	EXPECTED TO STOP AT C 105	ACTUALLY STOPPED AT C 105	PERCENTAGE DIFFERENCE
Trans with AA	80.7	80	-0.8%
Trans WO AA	106.1	115	8.4%
Voc Degree	10.2	16	57.6%
General Ed Req	10.2	14	37.9%
Certificate	7.1	9	27.1%
Learn Job Skill	16.6	9	-45.8%
Maint License	1.9	4	115.1%
Imp Basic Skills	8.2	6	-26.4%
Personal Interest	18.0	13	-27.9%
Update Job Skil	7.7	0	-100.0%
Complete HS	2.5	3	19.9%
Undecided	34.3	35	2.0%
Missing	0.6	0	-100.0%
CHI TEST =	0.0325		

GRADUATION YEAR	EXPECTED TO STOP AT C 105	ACTUALLY STOPPED AT C 105	PERCENTAGE DIFFERENCE
No Year Given	14.9	13	-12.6%
< =1986	55.1	37	-32.8%
1987	4.8	7	46.1%
1988	6.5	7	7.6%
1989	7.7	9	17.6%
1990	8.7	9	3.2%
1991	18.0	24	33.2%
1992	188.4	198	5.1%
CHI TEST =	0.1920		

HOURS TO WORK PER WEEK	EXPECTED TO STOP AT C 105	ACTUALLY STOPPED AT C 105	PERCENTAGE DIFFERENCE
0	94.2	94	-0.2%
1 to 10	13.9	14	0.4%
11 to 20	91.5	91	-0.6%
21 to 30	49.3	58	17.5%
31 to 40	50.8	42	-17.4%
41 to 50	2.9	4	36.4%
51 to 60	1.1	0	-100.0%
more than 60	0.1	1	599.2%
CHI TEST =	0.2088		

STUDENTS WHO
DROPPED ALL THEIR CLASSES

AGE	EXPECTED TO DROP ALL	ACTUALLY DROPPED ALL	PERCENTAGE DIFFERENCE
< 20	245.7	194	-21.0%
20 - 24	46.7	72	54.2%
25 - 29	20.8	36	73.3%
30 - 49	37.2	46	23.8%
50 & over	8.7	11	26.5%
CHI TEST =	0.0000		

GENDER	EXPECTED TO DROP ALL	ACTUALLY DROPPED ALL	PERCENTAGE DIFFERENCE
Men	177.9	189	6.2%
Women	181.1	170	-6.1%
CHI TEST =	0.2429		

ETHNICITY	EXPECTED TO DROP ALL	ACTUALLY DROPPED ALL	PERCENTAGE DIFFERENCE
Am Indian	3.0	2	-34.2%
Asian	33.3	26	-21.9%
African Am	22.8	23	0.9%
Filipino	19.7	22	11.8%
Hispanic	36.4	43	18.1%
Pacific Island	2.2	0	-100.0%
Other Non-White	6.1	9	48.0%
White	230.0	228	-0.9%
No Response	3.9	4	3.0%
Missing	1.6	2	24.6%
CHI TEST =	0.6230		

EDUCATIONAL OBJECTIVE	EXPECTED TO DROP ALL	ACTUALLY DROPPED ALL	PERCENTAGE DIFFERENCE
Trans with AA	95.3	73	-23.4%
Trans WO AA	125.3	86	-31.4%
Voc Degree	12.0	18	50.1%
General Ed Req	12.0	16	33.4%
Certificate	8.4	17	103.3%
Learn Job Skill	19.6	32	63.3%
Maint License	2.2	3	36.6%
Imp Basic Skills	9.6	8	-16.9%
Personal Interest	21.3	35	64.5%
Update Job Skil	9.1	18	97.4%
Complete HS	3.0	6	103.0%
Undecided	40.5	47	15.9%
Missing	0.8	0	-100.0%
CHI TEST =	0.0000		

GRADUATION YEAR	EXPECTED TO DROP ALL	ACTUALLY DROPPED ALL	PERCENTAGE DIFFERENCE
No Year Given	17.6	32	82.2%
< =1986	65.0	87	33.8%
1987	5.7	14	147.4%
1988	7.7	9	17.1%
1989	9.0	14	54.9%
1990	10.3	12	16.5%
1991	21.3	46	116.1%
1992	222.4	145	-34.8%
CHI TEST =	0.0000		

HOURS TO WORK PER WEEK	EXPECTED TO DROP ALL	ACTUALLY DROPPED ALL	PERCENTAGE DIFFERENCE
0	111.2	98	-11.9%
1 to 10	16.5	11	-33.2%
11 to 20	108.1	81	-25.1%
21 to 30	58.3	59	1.3%
31 to 40	60.0	101	68.2%
41 to 50	3.5	7	102.2%
51 to 60	1.3	2	57.9%
more than 60	0.2	0	-100.0%
CHI TEST =	0.0000		

STUDENTS WHO
COMPLETED THE SEMESTER

AGE	EXPECTED TO COMPLETE SEM	ACTUALLY COMPLETED SEM	PERCENTAGE DIFFERENCE
< 20	2,014.6	2,113	4.9%
20 - 24	383.0	320	-16.4%
25 - 29	170.4	135	-20.8%
30 - 49	304.7	298	-2.2%
50 & over	71.3	78	9.3%
CHI TEST =	0.0001		

GENDER	EXPECTED TO COMPLETE SEM	ACTUALLY COMPLETED SEM	PERCENTAGE DIFFERENCE
Men	1,459.2	1,450	-0.6%
Women	1,484.8	1,494	0.6%
CHI TEST =	0.7348		

ETHNICITY	EXPECTED TO COMPLETE SEM	ACTUALLY COMPLETED SEM	PERCENTAGE DIFFERENCE
Am Indian	24.9	23	-7.7%
Asian	272.9	291	6.6%
African Am	187.0	153	-18.2%
Filipino	161.4	158	-2.1%
Hispanic	298.5	290	-2.8%
Pacific Island	18.0	16	-11.1%
Other Non-White	49.9	48	-3.7%
White	1,886.5	1,921	1.8%
No Response	31.9	33	3.6%
Missing	13.2	11	-16.4%
CHI TEST =	0.4223		

EDUCATIONAL OBJECTIVE	EXPECTED TO COMPLETE SEM	ACTUALLY COMPLETED SEM	PERCENTAGE DIFFERENCE
Trans with AA	781.2	821	5.1%
Trans WO AA	1,027.7	1,084	5.5%
Voc Degree	98.3	91	-7.5%
General Ed Req	98.3	86	-12.5%
Certificate	68.6	54	-21.2%
Learn Job Skill	160.7	143	-11.0%
Maint License	18.0	13	-27.8%
Imp Basic Skills	78.9	76	-3.7%
Personal Interest	174.5	165	-5.5%
Update Job Skil	74.8	71	-5.1%
Complete HS	24.2	16	-34.0%
Undecided	332.4	316	-4.9%
Missing	6.2	8	28.4%
CHI TEST =	0.0995		

GRADUATION YEAR	EXPECTED TO COMPLETE SEM	ACTUALLY COMPLETED SEM	PERCENTAGE DIFFERENCE
No Year Given	144.0	113	-21.6%
< =1986	533.3	501	-6.0%
1987	46.4	37	-20.3%
1988	63.0	57	-9.6%
1989	74.1	57	-23.1%
1990	84.5	71	-16.0%
1991	174.5	144	-17.5%
1992	1,824.2	1,964	7.7%
CHI TEST =	0.0000		

HOURS TO WORK PER WEEK	EXPECTED TO COMPLETE SEM	ACTUALLY COMPLETED SEM	PERCENTAGE DIFFERENCE
0	912.1	923	1.2%
1 to 10	135.0	150	11.1%
11 to 20	886.5	944	6.5%
21 to 30	477.9	459	-3.9%
31 to 40	492.4	437	-11.3%
41 to 50	28.4	19	-33.1%
51 to 60	10.4	11	5.9%
more than 60	1.4	1	-27.8%
CHI TEST =	0.0275		

	COMPARISON OF ALL NEW STUDENTS		
G:\demodata\demog7	WITH THOSE WHO COMPLETED THE SEMESTER		
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	ALL NEW	COMPLETED	COMPLETION
AGE	STUDENTS	SEMESTER	RATE
< 20	2909	2,113	72.6%
20 - 24	553	320	57.9%
25 - 29	246	135	54.9%
30 - 49	440	298	67.7%
50 & over	103	78	75.7%
TOTAL	4,251	2,944	69.3%
	ALL NEW	COMPLETED	COMPLETION
GENDER	STUDENTS	SEMESTER	RATE
Men	2,107	1,450	68.8%
Women	2,144	1,494	69.7%
TOTAL	4,251	2,944	69.3%
	ALL NEW	COMPLETED	COMPLETION
ETHNICITY	STUDENTS	SEMESTER	RATE
Am Indian	36	23	63.9%
Asian	394	291	73.9%
African Am	270	153	56.7%
Filipino	233	158	67.8%
Hispanic	431	290	67.3%
Pacific Island	26	16	61.5%
Other Non-White	72	48	66.7%
White	2,724	1,921	70.5%
No Response	46	33	71.7%
Missing	19	11	57.9%
TOTAL	4,251	2,944	69.3%

OBJECTIVE	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
Trans with AA	1,128	821	72.8%
Trans WO AA	1,484	1,084	73.0%
Voc Degree	142	91	64.1%
General Ed Req	142	86	60.6%
Certificate	99	54	54.5%
Learn Job Skill	232	143	61.6%
Maint License	26	13	50.0%
Imp Basic Skills	114	76	66.7%
Personal Interest	252	165	65.5%
Update Job Skil	108	71	65.7%
Complete HS	35	16	45.7%
Undecided	480	316	65.8%
Missing	9	8	88.9%
TOTAL	4,251	2,944	69.3%

GRADUATION YEAR	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
No Graduation	208	113	54.3%
< =1986	770	501	65.1%
1987	67	37	55.2%
1988	91	57	62.6%
1989	107	57	53.3%
1990	122	71	58.2%
1991	252	144	57.1%
1992	2,634	1,964	74.6%
TOTAL	4,251	2,944	69.3%

COLLEGE LEVEL	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
New Freshman	4,121	2,863	69.5%
Freshman	128	80	62.5%
Sophomore	1	1	100.0%
Junior	1	0	0.0%
TOTAL	4,251	2,944	69.3%

HOURS WORK PER WEEK	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
0	1,317	923	70.1%
1 to 10	195	150	76.9%
11 to 20	1,280	944	73.8%
21 to 30	690	459	66.5%
31 to 40	711	437	61.5%
41 to 50	41	19	46.3%
51 to 60	15	11	73.3%
more than 60	2	1	50.0%
TOTAL	4,251	2,944	69.3%

ASSESSMENT STATUS	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
C	3,211	2,377	74.0%
E	56	35	62.5%
R	666	280	42.0%
T	318	252	79.2%
TOTAL	4,251	2,944	69.3%

ORIENTATION STATUS	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
C	2,856	2,253	78.9%
E	30	17	56.7%
R	1,038	414	39.9%
T	327	260	79.5%
TOTAL	4,251	2,944	69.3%

ADVISING STATUS	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
C	2,864	2,264	79.1%
E	11	2	18.2%
R	1,192	527	44.2%
T	184	151	82.1%
TOTAL	4,251	2,944	69.3%

MATRICULATION COMPLETED	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
Assess/Orient/Advis	2,808	2,213	78.8%
Assess/Orient Only	30	23	76.7%
Assess/Advising Only	29	25	86.2%
Orient/Advising Only	10	10	100.0%
Assessment Only	344	116	33.7%
Orientation Only	8	7	87.5%
Advising Only	17	16	94.1%
None	1,005	534	53.1%
TOTAL	4,251	2,944	69.3%
ACADEMIC UNITS ENROLLED	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
0	583	0	0.0%
0 to =3	905	429	47.4%
3 to =6	384	273	71.1%
6 to =9	374	320	85.6%
9 to =12	568	529	93.1%
12 to =15	1,040	1,001	96.3%
15 to =20	388	383	98.7%
more than 20	9	9	100.0%
Missing	0	0	
TOTAL	4,251	2,944	69.3%
ACADEMIC COMPLETION RATE	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
0%	360	125	34.7%
0% to =10%	230	107	46.5%
10% to =20%	82	47	57.3%
20% to =30%	77	73	94.8%
30% to =40%	84	78	92.9%
40% to =50%	131	117	89.3%
50% to =60%	145	145	100.0%
60% to =70%	159	159	100.0%
70% to =80%	326	326	100.0%
80% to =90%	128	128	100.0%
90% to 100%	67	67	100.0%
100%	1,879	1,572	83.7%
Missing	583	0	0.0%
TOTAL	4,251	2,944	69.3%

ACADEMIC PROBATION	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
1	115	115	100.0%
2	0	0	
3	0	0	
Not on Probation	4,136	2,829	68.4%
TOTAL	4,251	2,944	69.3%

PROGRESS PROBATION	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
1	154	96	62.3%
2	6	3	50.0%
3	4	1	25.0%
Not on Probation	4,087	2,844	69.6%
TOTAL	4,251	2,944	69.3%

TEST MATH	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
APSC2	827	532	64.3%
APSE2	1,136	888	78.2%
TESTC	656	548	83.5%
TESTD	215	177	82.3%
TOTAL	2,834	2,145	75.7%

TEST ENGLISH	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
ENGS2	2,923	2,208	75.5%
ESLF9	103	80	77.7%
MTESL	83	63	75.9%

UNDUPLICATED STUDENTS	ALL NEW STUDENTS	COMPLETED SEMESTER	COMPLETION RATE
TESTED	2,999	2266	75.6%